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GLOBALISATION AND CHALLENGES TO VETERINARY EDUCATION IN SOUTHEAST ASIAN NATIONS

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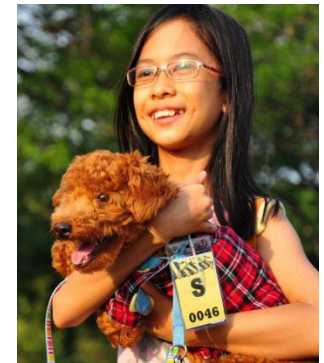
Introduction

- ❑ The veterinary education in Southeast Asian Nations was started back during colonization of the countries either by Spain, British or Dutch as early as in 1800's such as in Philippine and Myanmar and in 1900's in other member countries
- ❑ To date, with total population of about 618 million people, 48 veterinary schools were established in eight Southeast Asian countries, except for Brunei, Singapore and East Timor
- ❑ The veterinary professional and para-professional provide veterinary services in each country



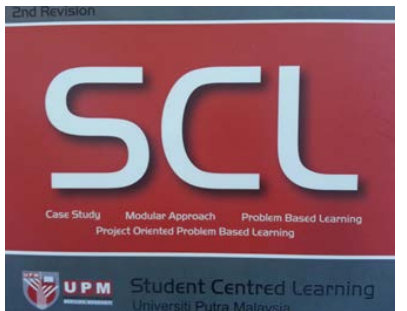
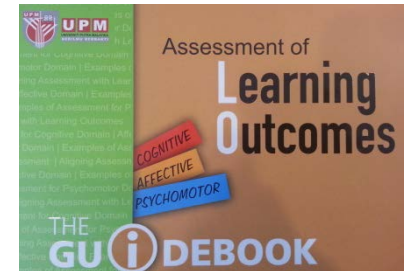
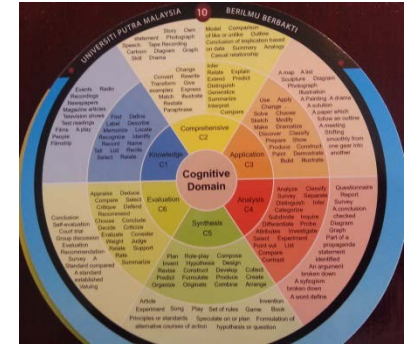
Veterinary Profession

- ❑ The profession deals with health and diseases in vertebrates including human
- ❑ In a global world today, the veterinary profession in the region may not be able to meet the needs of society and protect the broad career areas
- ❑ Every veterinarian must accept the challenge of becoming and remaining competent, making a lifelong commitment to education
- ❑ The profession must review critically that the present culture of the profession, modelled solely on the human medical profession as it is no longer functional
- ❑ It is a need to transform or reengineered (if necessary) the veterinary profession from the traditional clinical approach to one that fully serves society



Veterinary Education

- ❑ Veterinary education curricula and duration vary considerably from one country in the region to another
- ❑ Veterinary education programme generally lasts between 5 and 6 years depending on the country with core curricula totalling 151-288 credits hours
- Malaysia, Myanmar and Vietnam (5 years) and Indonesia, Thailand, Philippines (6 years)
- Total credit hours: Malaysia (171), Myanmar (188), Vietnam (151), Indonesia (180), Thailand (244) and Philippines (240)
- ❑ To ensure consistency and competencies veterinary graduates across countries in the region, curricula should be standardised or harmonized across a number of common subjects



Veterinary Education

- ❑ The variability in cultures, languages, art of communication, demand and requirement among member countries, background on the establishment of veterinary schools and financial constraints are among issues and challenges in harmonizing veterinary education in the region
- ❑ Veterinary education in the region needs to address issues and changes in new scenarios such as one health, trans-boundary diseases, leadership, entrepreneurship, information technology, halal, food safety and security as well as stakeholders' expectation such as day one competency, global recognition, programme accreditation, animal ethics and welfare



Veterinary Education

- ❑ Veterinary learning does not end with graduation. In fact, learning has only just begun, and it necessarily continues throughout every veterinarian's professional career
- ❑ The need for continuing professional development after graduation and area of specialization such as post graduate programme, internship, residency, specialists, life long learning and continuous professional development (CPD) is already widely recognized by the existing accrediting bodies
- ❑ Continued registration to practice veterinary medicine already depends on the achievement of prescribed levels of continuing development
- ❑ This requirement will need to be part of the mandate of the global standard



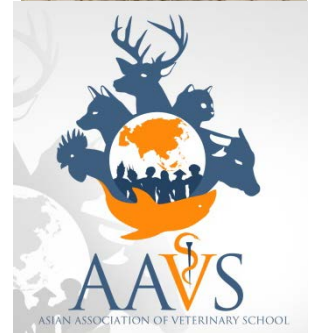
Veterinary Schools

- ❑ It is urgently needs to develop a long-term strategy toward global recognition of the veterinary qualification: a lead must be taken by the regional or a global body
- ❑ Currently, some regional blocs of accreditation operate around the world, and they encompass a significant proportion of the veterinary profession
- ❑ The major accrediting bodies are based in North America, Europe, the United Kingdom and Australasia namely the American Veterinary Medical Association (AVMA), European Association of Establishment for Veterinary Education (EAEVE), Royal College of Veterinary Surgeon (RCVS) and Australian Veterinary Boards Council (AVBC), respectively



Veterinary Schools

- ❑ The World Organization for Animal Health (OIE) has recently shown great interest in harmonizing veterinary programme in the world
- ❑ Four OIE global conferences on veterinary education were conducted: first in Paris France in October 2009, second in Lyon, France in 2011 and the third in Foz de Iguazu, Brazil in December 2013, Forth in Bangkok in June 2014
- ❑ In addition, many meetings were conducted in the region by the OIE regional offices
- ❑ The establishment of Asian Association of Veterinary School (AAVS) in 2000 and South East Asia Veterinary School (SEAVSA) in 2010 is partly aimed in harmonizing of veterinary school education in the regions by setting of minimum requirement for the veterinary school in the region towards establishment of Regional Veterinary Accreditation Board
- ❑ South East Asia One Health University Network (SEOHUN)



Veterinary Statuary Bodies

- ❑ The governance of veterinary profession in the region varies considerably from countries that have “no” form of regulation of veterinary practice to those with high-quality veterinary statutory bodies (VSB)
- ❑ Brunei, Indonesia, Malaysia, Myanmar, Philippines and Thailand with VSB, whilst Cambodia, Laos and Vietnam without VSB
- ❑ VSB categories
 - Independent VSBs set by law for the sole purpose of regulating veterinary profession
 - Regulated by veterinary professional association that “lack” a formal legal framework
 - Regulated directly by the Veterinary Authority or the government component of the Veterinary Services



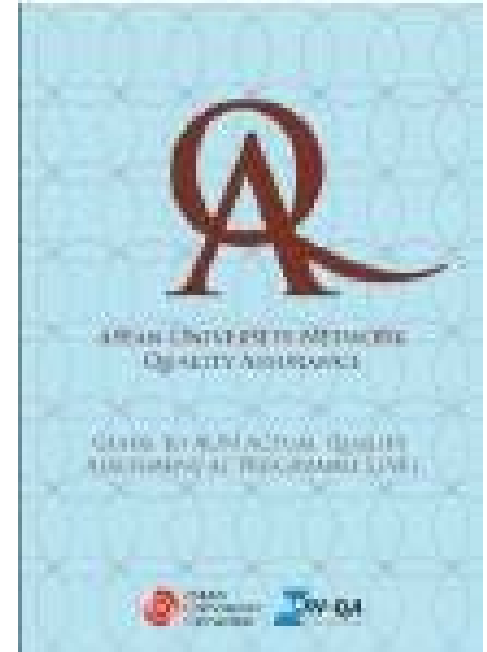
Veterinary Associations

- ❑ Global and national veterinary associations: WVA, CVA, FAVA, AAVS, SEAVSA and VAM etc.
- ❑ In the era of globalization, the veterinary association in the region need to transform or reengineer meeting the need of the society and rapid changes in veterinary profession, education and services in line with international standard
- ❑ The association should not progress like other non-professional associations, but as a professional association we should learn from other well established and successful associations globally to excel and provide significant services with high impact to veterinary profession and society



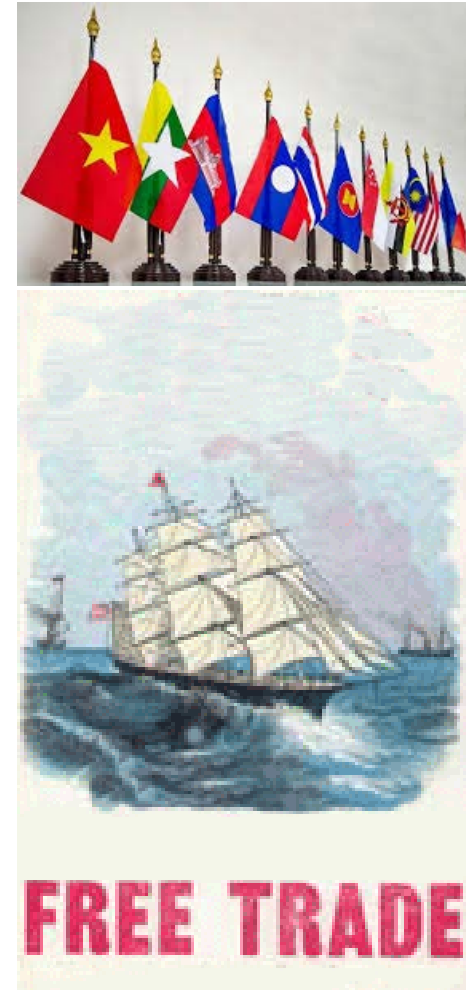
ASEAN University Network Quality Assurance

- ❑ 1998 AUN-QA was initiated – 4th Board of Trustees Meeting
- ❑ Rationale for Quality Assurance
 - Quality graduates
 - Labour market expectations
 - Internationalization of profession and globalization
 - Consumer protection
 - From elite university to Institute of mass higher education
 - Pressure to meet society's needs
 - Increasing importance of quality in higher education
 - Student exchange and international cooperation



ASEAN Framework Agreement on Services (AFAS)

- ❑ Signed at the 5th ASEAN Summit in Bangkok 15 December 1995 by ASEAN Economic Ministers
- ❑ Aims to:
 - To improve efficiency and competitiveness, diversity in production capacity, supply and distribution of services within and outside ASEAN
 - Eliminate substantially restrictions to trade in services amongst ASEAN members state
 - Liberalise trade in services by expanding and deepening commitments
- ❑ AFAS uses the General agreement on trade in services (GATS) style – positive listing approach
- ❑ Commitments in AFAS include professional (veterinary) and educational services



ASEAN Mutual Recognition Arrangements (MRA)

- ❑ Establish in 1996 – to focus on liberalisation
- ❑ ASEANA MRA enables service providers registered/certified in a signatory country to be equally recognised in other signatory countries: they can be registered for the equivalent occupation in these other jurisdictions
- ❑ MRA is a vehicle for promoting economic integration through reduction of regulatory impediments to services mobility across jurisdictions
- ❑ MRA does not warrant unrestricted free flow of foreign professionals, relevant domestic regulations and market demand still applies



Conclusions

- ✓ The veterinary schools, veterinary services, veterinary statutory bodies and veterinary associations in collaboration with and supported by national, regional and global organizations play a vital role to ensure the success of the veterinarians to provide holistic solutions to changing global challenges
- ✓ The region is prepared for challenges of globalization to veterinary education, although there is a big horizon to explore and may take more time before it can be successfully achieved and becomes a full reality
- ✓ Opportunities for veterinarians to provide holistic solutions to changing global challenges





Thank You



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